

North Dakota Marketing Education

Content Standards – DRAFT

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North Dakota Department of Career and Technical Education

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North Dakota Marketing Standards

Introduction

Goal

The North Dakota Department of Career and Technical Education is committed to working on standards to ensure that each program area can offer courses that allow students to acquire knowledge and skills. CTE not only provides technical skills and knowledge for students to succeed in careers, but also cross-functional workplace skills such as teamwork, problem solving, the ability to find and use information, and provide the context in which traditional educational goals and academic skills can be enhanced.

Process

The standards process is one that directly involves the state supervisor(s), the curriculum administrator for this agency, and teachers working directly with the content at hand. Once the standards are written and expectations are clearly defined, the standards are then compared and ultimately aligned with national and industry standards.

Academic Integration

The Department of Career and Technical Education strongly believes in the importance of academic integration within each program area. The standards produced for each program area will be cross walked with the most current academic drafts of English Language Arts, Mathematics, and Science. When possible, standards will be cross walked with other academic areas that correspond.

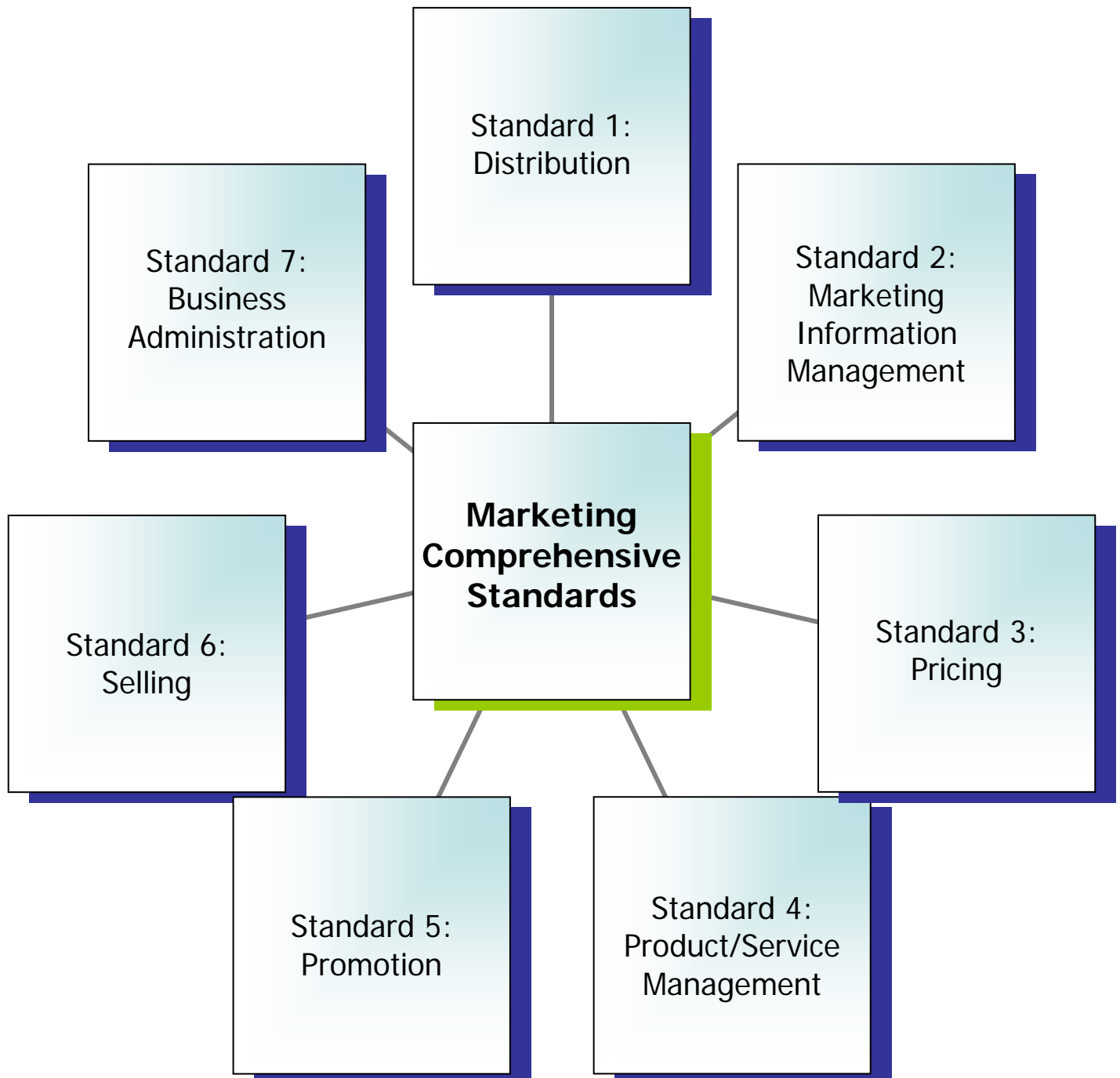


Definitions

Each standard includes one or more topic statements as well as competencies. The competencies are then categorized into three divisions: Introductory, Core, and Advanced. These divisions can further be defined as:

Introductory:	Knowledge Acquisition—Learners at this level expand awareness and build comprehension of knowledge.
Core:	Application—Learners at this level experience acquired knowledge by applying it to situations and self.
Advanced:	Reflection—Learners at this level analyze, synthesize, judge, assess, and evaluate knowledge in accord with their own goals, values, and beliefs, and/or real situations.

Overview of Standards



Standards at a Glance

COMPREHENSIVE STANDARDS

1.0 DISTRIBUTION

- Recognize the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.

2.0 MARKETING-INFORMATION MANAGEMENT

- Implement the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.

3.0 PRICING

- Recognize concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.

4.0 PRODUCT/SERVICE MANAGEMENT

- Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

5.0 PROMOTION

- Examine the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

6.0 SELLING

- Understand the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

7.0 BUSINESS ADMINISTRATION

- Acquire foundational knowledge of the concepts and strategies along with key soft skills for successful business administration.

Standards with Topics

CONTENT STANDARDS

1.0 DISTRIBUTION

- Recognize the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.
 - 1.1 Acquire foundational knowledge of distribution to understand its role in marketing.
 - 1.2 Manage distribution activities to minimize costs and to determine distribution strategies.
-

2.0 MARKETING-INFORMATION MANAGEMENT

- Implement the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.
 - 2.1 Acquire foundational knowledge of marketing-information management to understand its nature and scope.
 - 2.2 Employ marketing information to plan marketing activities.
 - 2.3 Collect marketing information to ensure accuracy and adequacy of data for decision-making.
 - 2.4 Process marketing information to draw conclusions and/or to resolve issues.
-

3.0 PRICING

- Recognize concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.
 - 3.1 Develop a foundational knowledge of pricing to understand its role in marketing.
 - 3.2 Employ pricing strategies to determine prices.
-

4.0 PRODUCT/SERVICE MANAGEMENT

- Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.
 - 4.1 Develop an understanding of quality assurances about products and services.
 - 4.2 Acquire a foundational knowledge of product/service management to understand its nature and scope.
 - 4.3 Generate product ideas to contribute to ongoing business success.
 - 4.4 Employ product-mix strategies to meet customer expectations.
 - 4.5 Position products/services to acquire desired business image.
-

5.0 PROMOTION

- Examine the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.
 - 5.1 Acquire a foundational knowledge of promotion to understand its nature and scope.
 - 5.2 Advertise to communicate promotional messages to targeted audiences.
 - 5.3 Manage promotional activities to maximize return on promotional efforts.
-

6.0 SELLING

- Understand the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.
 - 6.1 Acquire a foundational knowledge of selling to understand its nature and scope.
 - 6.2 Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.
 - 6.3 Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.
 - 6.4 Manage sales activities to meet sales goals/objectives.
-

CONTENT STANDARDS CONTINUED...

7.0 BUSINESS ADMINISTRATION

- Acquire foundational knowledge of the concepts and strategies along with key soft skills for successful business administration.
 - 7.1 Business Law – Understand business’s responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions.
 - 7.2 Communication Skills – Demonstrate the concepts, strategies, and systems used to obtain and convey ideas and information.
 - 7.3 Economics – Identify the economic principles and concepts fundamental to business operations.
 - 7.4 Emotional Intelligence – Understand techniques, strategies, and systems used to foster self-understanding and enhance relationships with others.
 - 7.5 Financial Analysis – Identify tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.
 - 7.6 Human Resource Management – Describe the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources.
 - 7.7 Information Management – Explain tools, strategies, and systems needed to access, process, maintain, evaluate, and disseminate information to assist business decision-making.
 - 7.8 Operations – Distinguish the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.
 - 7.9 Professional Development – Discover concepts, tools, and strategies used to explore, obtain, and develop in a business career.
 - 7.10 Strategic Management – Examine tools, techniques, and systems that affect a business’s ability to plan, control, and organize an organization/department.
-

Keys to Employability

Basic Skills

1. Reading→ Locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.
2. Writing→ Communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
3. Arithmetic/Mathematics→ Performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
4. Listening→ Receives, attends to, interprets, and responds to verbal messages and other cues.
5. Speaking→ Organizes ideas and communicates orally.

Thinking Skills

1. Creative Thinking→ Generates new ideas.
2. Decision Making→ Specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
3. Problem Solving→ Recognizes problems and devises and implements plan of action.
4. Seeing Things in the Mind's Eye→ Organizes, processes symbols, pictures, graphs, objects, and other information.
5. Knowing How to Learn→ Uses efficient learning techniques to acquire and apply new knowledge and skills.
6. Reasoning→ Discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

Personal Qualities

1. Responsibility→ Exerts a high level of effort and perseveres towards goal attainment.
2. Self-Esteem→ Believes in own self worth and maintains a positive view of self.
3. Sociability→ Demonstrates understanding, friendliness, adaptability, empathy, and politeness in group setting.
4. Self-Management→ Assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
5. Integrity/Honesty→ Chooses ethical courses of action.

Resources

1. Time → Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
2. Money → Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
3. Material and Facilities → Acquires, stores, allocates, and uses materials or space efficiently.
4. Human Resources → Assesses skills and distributes work accordingly, evaluates performance and provides feedback.

Technology

1. Selects Technology → Chooses procedures, tools, or equipment including computers and related technologies.
2. Applies Technology → Understands overall intent and proper procedures for setup and operation of equipment.
3. Maintains and Troubleshoots Equipment → Prevents, identifies, or solves problems with equipment, including computers and other technologies.

Keys to Employability – Continued

Information

1. Acquires and Evaluates Information.
2. Organizes and Maintains Information.
3. Interprets and Communicates Information.
4. Uses Computers to Process Information

Systems

1. Understands Systems → Knows how social, organizational, and technological systems work and operates effectively with them.
2. Monitors and Corrects Performance → Distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions.
3. Improves or Designs Systems → Suggests modifications to existing systems and develops new or alternative systems to improve performance.

Interpersonal

1. Participates as a Member of a Team → Contributes to group effort.
2. Teaches Others New Skills
3. Serves Client/Customers → Works to satisfy customers' expectations.
4. Exercises Leadership → Communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
5. Negotiates → Works toward agreements involving exchange of resources; resolves divergent interests.
6. Works with Diversity → Works well with men and women from diverse backgrounds.

Standard 1: Distribution

Recognize the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.

Student Competencies

Topic 1: Acquire foundational knowledge of distribution to understand its role in marketing.

Introductory

- 1.1.1 Discover the nature and scope of distribution.
- 1.1.2 Explain the nature of channels of distribution.

Core

- 1.1.3 Differentiate the relationship between customer service and distribution.
- 1.1.4 Describe the use of technology in the distribution function.

Advanced

- 1.1.5 Identify legal considerations in distribution.
- 1.1.6 Examine ethical considerations in distribution

Topic 2: Manage distribution activities to minimize costs and to determine distribution strategies.

Advanced

- 1.2.1 Coordinate distribution with other marketing activities.
- 1.2.2 Recognize the nature of channel-member relationships.

Postsecondary

- 1.2.3 Evaluate channel members.

Standard 1: Distribution – Recognize the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.

Academic Cross Walk

English Language Arts

9.1.1	Choose a broad topic, state the problem, or question.	10.6.1	Use conventions of grammar related to sentence structure, i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns.
9.1.3	Cross reference information.	11.1.1	Research topics independently using appropriate sources.
9.1.5	Organize information from a variety of sources, e.g., chronological.	11.2.7	Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.
9.2.3	Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches.	11.3.5	Use a variety of supporting details.
9.2.7	Access prior knowledge to interpret meaning.	11.3.8	Incorporate visual aids (e.g., graphs, tables, and pictures) into written work to enhance meaning.
9.2.8	Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	11.4.2	Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions.
9.3.8	Use supporting details.	11.6.1	Use conventions of grammar, usage, and punctuation to edit and revise.
9.3.10	Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order.	12.2.7	Critique literary merit of a work of literature.
9.3.12	Use technology; e.g., publishing software and graphic programs, to present written work.	12.4.4	Use critical listening responses, such as refutation and commentary, to critique the accuracy of messages.
9.4.2	Use visual aides effectively in oral presentations.		
9.4.3	Use notes and manuscripts to make oral presentations.		
9.4.4	Engage in group discussion.		
9.4.5	Use critical listening skills; i.e., reflection.		
9.6.1	Identify conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns.		
9.6.2	Use conventions of grammar related to parts of speech; i.e., verb tense and agreement.		
9.6.3	Use conventions of punctuation.		
10.1.3	Gather reliable information to support a thesis.		
10.1.4	Use relevant information.		
10.1.5	Organize information from a variety of sources into a unified whole.		
10.1.7	Paraphrase information.		
10.1.8	Use note cards.		
10.2.3	Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.		
10.2.6	Analyze author's use of mood.		
10.3.6	Organize and write compositions for school and peers.		
10.3.7	Use a variety of supporting details.		
10.4.2	Use appropriate body language in oral presentations.		
10.4.3	Formulate questions in response to a verbal message.		

Standard 1: Distribution – Recognize the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.

Academic Cross Walk

Library/Technology Literacy

8.1.1	Define a research problem or task.	12.4.1	Work cooperatively and collaboratively when using media and technology.
8.1.2	Plan a research strategy.	12.4.3	Demonstrate self-motivation in seeking information.
8.1.3	Access information using a variety of sources.	12.5.1	Follow school policies for responsible use of information resources.
8.1.4	Use a variety of criteria to evaluate and select information for research.	12.5.2	Demonstrate proper form of citations & bibliographies.
8.1.5	Use organizational strategies to gather, record, and synthesize information.		
8.1.6	Present research.		
8.1.7	Evaluate the research process.		
8.2.1	Create media products focused for a variety of audiences.		
8.2.2	Select appropriate communication formats.		
8.2.3	Use a variety of strategies to present media products.		
8.2.4	Use a variety of techniques to evaluate the effectiveness of media products.		
8.3.3	Develop troubleshooting strategies to solve technical problems.		
8.4.1	Collaborate in group projects and learning objectives.		
8.5.1	Follow school guidelines for responsible use of technology and information resources.		
8.5.2	Use level appropriate methods to cite and document reference sources.		
8.5.3	Demonstrate knowledge of intellectual property rights laws.		
8.5.4	Understand the past, present, and future impact of technology on society.		
12.1.1	Define a research problem or task.		
12.1.2	Plan a research strategy.		
12.1.3	Access information using a variety of sources.		
12.1.4	Use a variety of criteria to evaluate and select information for research.		
12.1.5	Use organizational strategies to record and synthesize information.		
12.1.6	Present research.		
12.1.7	Evaluate the research process.		
12.2.1	Demonstrate awareness of audience when creating media products.		
12.2.2	Synthesize information to create a product that meets a specific need.		
12.2.3	Use a variety of criteria to evaluate media products.		
12.2.4	Use a variety of media and technology to communicate with communities beyond the school.		
12.3.3	Apply strategies for identifying and solving routine hardware and software problems.		
12.3.4	Explain features and uses of current and emerging media and technology.		

Standard 1: Distribution – Recognize the concepts and processes needed to move, store, locate, and/or transfer ownership of goods and services.

Academic Cross Walk

Mathematics

- 9-10.1.1 Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation.
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems.
- 9-10.1.9 Select and use a computational technique (i.e. mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers.
- 9-10-3.1 Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots.
- 11-12.1.7 Add, subtract, and multiply complex numbers.

Science

- 9-10.1.1 Explain how models can be used to illustrate scientific principles.
- 9-10.2.7 Maintain clear and accurate records of scientific investigations.
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills).
- 11-12.1.1 Explain how scientists create and use models to address scientific knowledge.
- 11-12.2.5 Use technology and mathematics to improve investigations and communications.
- 11-12.2.6 Analyze data using appropriate strategies (e.g., interpolation, extrapolation of data, significant figures, dimensional analysis).
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators).

Standard 2: Marketing Information Management

Implement the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.

Student Competencies

Topic 1: Acquire foundational knowledge of marketing-information management to understand its nature and scope.

Introductory

- 2.1.1 Describe the need for marketing information.
- 2.1.2 Explain the nature and scope of the marketing-information management function.

Core

- 2.1.3 Examine the role of ethics in marketing-information management.

Advanced

- 2.1.4 Demonstrate the use of technology in the marketing-information management function.

Postsecondary

- 2.1.5 Assess marketing-information needs.
- 2.1.6 Develop marketing-information management system.

Topic 2: Employ marketing information to plan marketing activities.

Core

- 2.2.1 Explain the concept of marketing strategies.
- 2.2.2 Explain the concept of market and market identification.
- 2.2.3 Explore the nature of marketing planning.

Advanced

- 2.2.4 Develop marketing plans.
- 2.2.5 Explain the role of situational analysis in the marketing-planning process.
- 2.2.6 Explain the nature of sales forecasts.

Postsecondary

- 2.2.7 Identify considerations in implementing international marketing strategies.
- 2.2.8 Identify market segments.
- 2.2.9 Select target market.
- 2.2.10 Conduct market analysis.
- 2.2.11 Conduct SWOT analysis for use in marketing planning process.
- 2.2.12 Assess global trends and opportunities.
- 2.2.13 Conduct competitive analysis.
- 2.2.14 Set marketing goals and objectives.
- 2.2.15 Set a marketing budget.
- 2.2.16 Develop marketing plan.

Standard 2: Marketing Information Management

Implement the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.

Topic 2: (Continued) Employ marketing information to plan marketing activities.

Postsecondary

- 2.2.17 Describe measures used to control marketing planning.
- 2.2.18 Monitor and evaluate performance of marketing plan.
- 2.2.19 Conduct marketing audits.

Topic 3: Collect marketing information to ensure accuracy and adequacy of data for decision-making.

Advanced

- 2.3.1 Evaluate information collected for marketing decision-making.
- 2.3.2 Explain the nature of marketing research in a marketing-information management system.

Topic 4: Process marketing information to draw conclusions and/or to resolve issues.

Advanced

- 2.4.1 Describe techniques for processing marketing information.
- 2.4.2 Interpret descriptive statistics for marketing decision-making.

Standard 2: Marketing Information Management – Implement the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.

Academic Cross Walk

English Language Arts

9.1.1	Choose a broad topic, state the problem, or question.	10.1.4	Use relevant information.
9.1.2	Formulate a preliminary thesis statement.	10.1.5	Organize information from a variety of sources into a unified whole.
9.1.3	Cross reference information.	10.1.6	Use a style sheet, such as MLA or APA, for citing primary and secondary sources.
9.1.4	Evaluate relevancy of information.	10.1.7	Paraphrase information.
9.1.5	Organize information from a variety of sources, e.g., chronological.	10.1.8	Use note cards
9.1.6	Summarize information.	10.1.9	Develop an outline.
9.1.7	Identify and avoid plagiarism.	10.1.10	Write a research paper.
9.1.8	Use primary and secondary sources.	10.1.11	Present research information; e.g., informative speech, PowerPoint presentation, video presentation.
9.1.9	Use graphic organizer.	10.2.3	Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.
9.2.3	Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches.	10.3.1	Write expository texts including research papers.
9.2.7	Access prior knowledge to interpret meaning.	10.3.3	Use prewriting techniques to generate ideas.
9.3.1	Write expository texts; e.g., essays, directions, and letters.	10.3.4	Organize the ideas and details of a composition according to purpose.
9.3.4	Develop a focus for compositions; e.g., a theme or unifying data.	10.3.5	Elaborate ideas through word choice and description using grade-level vocabulary.
9.3.5	Organize the ideas and details of a composition according to purpose.	10.3.6	Organize and write compositions for school and press.
9.3.6	Elaborate ideas through word choice and description using grade-level vocabulary.	10.3.7	Use a variety of supporting details.
9.3.8	Use supporting details.	10.3.9	Use precise language to describe people, places, and things.
9.3.10	Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order.	10.3.10	Use a specific point of view in compositions.
9.3.11	Arrange paragraphs in a logical progression.	10.3.11	Edit & revise compositions with attention to content.
9.3.12	Use technology; e.g., publishing software and graphic programs, to present written work.	10.3.14	Use sentence reduction techniques to revise and edit compositions.
9.4.2	Use visual aides effectively in oral presentations.	10.4.2	Use appropriate body language in oral presentations.
9.4.3	Use notes and manuscripts to make oral presentations.	10.4.3	Formulate questions in response to a verbal message.
9.4.4	Engage in a group discussion.	10.6.1	Use conventions of grammar related to sentence structure, i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns.
9.4.5	Use critical listening skills; i.e., reflection.	11.1.1	Research topics independently using appropriate sources.
9.6.1	Identify conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns	11.1.2	Evaluate and incorporate information from primary sources; e.g., interviews and surveys.
9.6.2	Use conventions of grammar related to parts of speech; i.e., verb tense and agreement.	11.1.13	Evaluate reliability, validity, comprehensiveness, author's bias, and author's expertise.
9.6.3	Use conventions of punctuation.	11.1.4	Verify the quality, accuracy, and usefulness of information.
10.1.1	Form questions to focus research.		
10.1.2	Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search.		
10.1.3	Gather reliable information to support a thesis.		

Standard 2: Marketing Information Management – Implement the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.

Academic Cross Walk

English Language Arts – Continued

11.1.6	Use quotations effectively.	12.4.4	Use critical listening responses, such as refutation and commentary, to critique the accuracy of messages.
11.1.7.	Evaluate the research process and develop strategies for improving it; e.g., correct use of research format, accuracy of research, organization of information, & use of sources.	12.4.5	Use oral composition techniques to perform speeches such as memorized speeches, impromptu and extemporaneous, persuasive/argumentative, and expository speeches.
11.2.6	Apply prior knowledge of content to interpret meaning of text.	12.6.1	Use conventions of grammar, usage, and punctuation to edit and revise.
11.3.1	Gather information supporting multiple sides of an issue.		
11.3.3	Elaborate ideas through word choice and description using grade-level vocabulary.		
11.3.4	Organize and write compositions for town, city & state.		
11.3.5	Use a variety of supporting details.		
11.3.7	Edit and revise compositions for standard writing conventions and transitional devices.		
11.3.8	Incorporate visual aids (e.g., graphs, tables, and pictures) into written work to enhance meaning.		
11.4.2	Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions.		
11.6.1	Use conventions of grammar, usage, and punctuation to edit and revise.		
12.1.1	Plan a research strategy.		
12.1.3	Develop a research question.		
12.1.4	Defend research paper or project.		
12.1.5	Evaluate the research process and apply strategies to a variety of writing purposes; e.g., correct use of research format, accuracy of research, organization of information and use of sources.		
12.2.4	Read for a variety of purposes & intents; e.g. to become life-long readers, to model forms of writing, etc.		
12.3.4	Use variety of sources for supporting details.		
12.3.5	Elaborate ideas through word choice and description using grade-level vocabulary.		
12.3.8	Edit and revise compositions for standard writing conventions and appropriate tone.		
12.3.9	Edit and revise compositions for unity, coherence, clarity, and fluency.		
12.4.3	Analyze the audience and adjust message and wording to suit the audience while speaking.		

Standard 2: Marketing Information Management – Implement the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.

Academic Cross Walk

Library/Technology Literacy

8.1.1	Define a research problem or task.	12.2.4	Use a variety of media and technology to communicate with communities beyond the school.
8.1.2	Plan a research strategy.	12.3.1	Explain and use appropriate terminology and concepts associated with media and technology.
8.1.3	Access information using a variety of sources.	12.3.2	Demonstrate advanced knowledge and skills in various media and technology.
8.1.4	Use a variety of criteria to evaluate and select information for research.	12.3.4	Explain features and uses of current and emerging media and technology.
8.1.5	Use organizational strategies to gather, record, and synthesize information.	12.3.5	Explain ways in which social and economic forces influence which technologies will be developed and used.
8.1.6	Present research.	12.4.1	Work cooperatively and collaboratively when using media and technology.
8.2.4	Use a variety of techniques to evaluate the effectiveness of media products.	12.4.2	Develop competence and selectivity in reading, listening and viewing.
8.3.1	Use appropriate terminology and concepts associated with media and technology.	12.4.3	Demonstrate self-motivation in seeking information.
8.3.2	Use and refine skills and procedures needed to operate various media and technology.	12.4.4	Use a variety of media and technology for personal needs and enjoyments.
8.3.3	Develop troubleshooting strategies to solve technical problems.	12.5.1	Follow school policies for responsible use of information resources.
8.3.4	Use the most effective media and technology specific needs.	12.5.2	Demonstrate proper form of citations & bibliographies.
8.3.5	Understand the potential and limitations of existing media and technology.	12.5.4	Understand the impact of equitable access to information in a democracy.
8.4.1	Collaborate in group projects and learning objectives.		
8.4.2	Develop competence in selecting from a variety of reading, listening, and viewing formats.		
8.4.3	Demonstrate self-motivation and increasing responsibility for learning by pursuing information related to personal interests.		
8.4.4	Understand different perspectives and the values and beliefs supporting them.		
8.5.1	Follow school guidelines for responsible use of technology and information resources.		
8.5.2	Use level-appropriate methods to cite and document reference sources.		
8.5.4	Understand the past, present, and future impact of technology on society.		
12.1.1	Define a research problem or task.		
12.1.2	Plan a research strategy.		
12.1.3	Access information using a variety of sources.		
12.1.4	Use a variety of criteria to evaluate and select information for research.		
12.1.5	Use organizational strategies to record and synthesize information.		

Standard 2: Marketing Information Management – Implement the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.

Academic Cross Walk

Mathematics

9-10.1.1	Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation.	9-10.5.7	Develop algebraic expressions, equations, or inequalities involving one or two variables to represent relationships (e.g., given a verbal statement, write an equivalent algebraic expression or equation) found in various contexts (e.g., time and distance problems, mixture problems).
9-10.1.5	Use the order of operations and properties of exponents to simplify an algebraic expression.	9-10.5.13	Interpret a graphical representation of a real-world situation.
9-10.1.8	Apply estimation skills to predict realistic solutions to problems.	9-10.5.14	Draw conclusions about a situation being modeled.
9-10.1.9	Select and use a computational technique (i.e. mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers.	11-12.1.7	Add, subtract, and multiply complex numbers.
9-10.1.10	Explain the reasonableness of a problem's solution and the process used to obtain it.	11-12.3.1	Choose, construct, and interpret a display to represent a set of data.
9-10.3.1	Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots.	11-12.3.3	Select, calculate, and use appropriate measures of central tendency and spread (i.e., mean, median, mode, range and quartiles) to draw meaningful conclusions about a set of data.
9-10.3.2	Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots) of a set of data.		
9-10.3.3	Identify the variable, sample, and population in a well-designed study, e.g., in an exit poll for a tax increase, the variable is the outcome of the vote, the sample is the set of people surveyed; the population is the set of all voters.		
9-10.3.4	Determine the number of possible outcomes for a given event, using appropriate counting techniques, e.g., fundamental counting principle, factorials, combinations, permutations.		
9-10.3.7	Calculate measures of central tendency and spread, i.e., mean, median, mode, range, and qualities.		
9-10.3.8	Discuss relationships among measures of central tendency and spread, i.e., mean, median, mode, range, and quartiles.		
9-10.3.10	Identify the trend of a set of data and estimate the strength of the correlation between two variables; e.g., strong vs. weak, positive vs. negative.		
9-10.5.2	Express relations and functions using a variety of representations; i.e., numeric, graphic, symbolic, and verbal.		

Standard 2: Marketing Information Management – Implement the concepts, systems, and tools needed to gather, access, synthesize, evaluate, and disseminate information for use in making business decisions.

Academic Cross Walk

Science

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| <p>9-10.1.1 Explain how models can be used to illustrate scientific principles.</p> <p>9-10.2.7 Maintain clear and accurate records of scientific investigations.</p> <p>9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills).</p> <p>11-12.1.1 Explain how scientists create and use models to address scientific knowledge.</p> <p>11-12.2.5 Use technology and mathematics to improve investigations and communications.</p> <p>11-12.2.6 Analyze data using appropriate strategies (e.g., interpolation, extrapolation of data, significant figures, dimensional analysis).</p> <p>11-12.2.7 Design and conduct an independent investigation.</p> <p>11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators).</p> | |
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Standard 3: Pricing

Recognize concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers' perceptions of value.

Student Competencies

Topic 1: Develop a foundational knowledge of pricing to understand its role in marketing.

Advanced

- 3.1.1 Explain the nature and scope of the pricing function.
- 3.1.2 Describe the role of business ethics in pricing.
- 3.1.3 Connect the use of technology in the pricing function.
- 3.1.4 Explain legal considerations for pricing.

Topic 2: Employ pricing strategies to determine prices.

Advanced

- 3.2.1 Identify factors affecting pricing decisions.

Standard 3: Pricing – Recognize concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers’ perceptions of value.

Academic Cross Walk

English Language Arts

9.1.1	Choose a broad topic, state the problem, or question.	10.6.1	Use conventions of grammar related to sentence structure, i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns.
9.1.3	Cross reference information.	11.1.1	Research topics independently using appropriate sources.
9.1.5	Organize information from a variety of sources, e.g., chronological.	11.2.6	Apply prior knowledge of content to interpret meaning of text.
9.2.3	Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches.	11.2.7	Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.
9.2.7	Access prior knowledge to interpret meaning.	11.3.5	Use a variety of supporting details.
9.2.8	Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	11.3.8	Incorporate visual aids (e.g., graphs, tables, and pictures) into written work to enhance meaning.
9.2.16	Build vocabulary by reading a variety of grade-level texts and applying new vocabulary.	11.4.2	Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions.
9.3.1	Write expository texts; e.g., essays, directions, & letters.	11.6.1	Use conventions of grammar, usage, and punctuation to edit and revise.
9.3.8	Use supporting details.	12.2.4	Read for a variety of purposes and intents; e.g. to become life-long readers, to model forms of writing, etc.
9.3.10	Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order.	12.3.4	Use variety of sources for supporting details.
9.3.12	Use technology; e.g., publishing software and graphic programs, to present written work.	12.4.4	Use critical listening responses, such as refutation and commentary, to critique the accuracy of messages.
9.4.2	Use visual aides effectively in oral presentations.	12.4.5	Use oral composition techniques to perform speeches such as memorized speeches, impromptu, and extemporaneous, persuasive/argumentative, and expository speeches.
9.4.3	Use notes and manuscripts to make oral presentations.		
9.4.4	Engage in a group discussion.		
9.4.5	Use critical listening skills; i.e., reflection.		
9.6.1	Identify conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns.		
9.6.2	Use conventions of grammar related to parts of speech; i.e., verb tense and agreement.		
9.6.3	Use conventions of punctuation.		
10.1.3	Gather reliable information to support a thesis.		
10.1.4	Use relevant information.		
10.1.5	Organize information from a variety of sources into a unified whole.		
10.1.7	Paraphrase information.		
10.2.3	Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.		
10.3.6	Organize and write compositions for school and peers.		
10.3.7	Use a variety of supporting details.		
10.4.2	Use appropriate body language in oral presentations.		
10.4.3	Formulate questions in response to a verbal message.		

Standard 3: Pricing – Recognize concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers’ perceptions of value.

Academic Cross Walk

Library/Technology Literacy

<p>8.1.1 Define a research problem or task.</p> <p>8.1.2 Plan a research strategy.</p> <p>8.1.3 Access information using a variety of sources.</p> <p>8.1.4 Use a variety of criteria to evaluate and select information for research.</p> <p>8.1.5 Use organizational strategies to gather, record, and synthesize information.</p> <p>8.1.6 Present research.</p> <p>8.1.7 Evaluate the research process.</p> <p>8.3.1 Use appropriate terminology and concepts associated with media and technology.</p> <p>8.3.2 Use and refine skills and procedures needed to operate various media and technology.</p> <p>8.3.4 Use the most effective media and technology specific needs.</p> <p>8.3.5 Understand the potential and limitations of existing media and technology.</p> <p>8.4.1 Collaborate in group projects and learning objectives.</p> <p>8.4.2 Develop competence in selecting from a variety of reading, listening, and viewing formats.</p> <p>8.4.3 Demonstrate self-motivation and increasing responsibility for learning by pursuing information related to personal interests.</p> <p>8.4.4 Understand different perspectives and the values and beliefs supporting them.</p> <p>8.5.1 Follow school guidelines for responsible use of technology and information resources.</p> <p>8.5.2 Use level-appropriate methods to cite and document reference sources.</p> <p>8.5.4 Understand the past, present, and future impact of technology on society.</p> <p>12.1.1 Define a research problem or task.</p> <p>12.1.2 Plan a research strategy.</p> <p>12.1.3 Access information using a variety of sources.</p> <p>12.1.4 Use a variety of criteria to evaluate and select information for research.</p> <p>12.1.5 Use organizational strategies to record and synthesize information.</p> <p>12.1.6 Present research.</p> <p>12.1.7 Evaluate the research process.</p> <p>12.3.1 Explain and use appropriate terminology and concepts associated with media and technology.</p> <p>12.3.2 Demonstrate advanced knowledge and skills in various media and technology.</p> <p>12.3.5 Explain ways in which social and economic forces influence which technologies will be developed and used.</p>	<p>12.4.1 Work cooperatively and collaboratively when using media and technology.</p> <p>12.4.4 Develop competence and selectivity in reading, listening and viewing.</p> <p>12.4.3 Demonstrate self-motivation in seeking information.</p> <p>12.5.1 Follow school policies for responsible use of information resources.</p> <p>12.5.2 Demonstrate proper form of citations & bibliographies. Understand the impact of equitable access to information in a democracy.</p>
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Standard 3: Pricing – Recognize concepts and strategies utilized in determining and adjusting prices to maximize return and meet customers’ perceptions of value.

Academic Cross Walk

Mathematics

Science

9-10.1.1	Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation.	9-10.1.1	Explain how models can be used to illustrate scientific principles.
9-10.1.5	Use the order of operations and properties of exponents to simplify an algebraic expression.	9-10.2.7	Maintain clear and accurate records of scientific investigations.
9-10.1.8	Apply estimation skills to predict realistic solutions to problems.	9-10.6.1	Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills).
9-10.1.9	Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers.	11-12.1.1	Explain how scientists create and use models to address scientific knowledge.
9-10.1.10	Explain the reasonableness of a problem’s solution and the process used to obtain it.	11-12.2.5	Use technology and mathematics to improve investigations and communications.
9-10.3.1	Construct appropriate displays of given data; i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots.	11-12.2.6	Analyze data using appropriate strategies (e.g., interpolation, extrapolation of data, significant figures, dimensional analysis).
9-10.3.7	Calculate measures of central tendency and spread, i.e., mean, median, mode, range, and quartiles.	11-12.6.1	Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators).
9-10.3.8	Discuss relationships among measures of central tendency and spread, i.e., mean, median, mode, range and quartiles.		
9-10.4.1	Select appropriate units and scales for problem situations involving measurement.		
9-10.5.2	Express relations and functions using a variety of representations; i.e., numeric, graphic, symbolic, and verbal.		
9-10.5.7	Develop algebraic expressions, equations, or inequalities involving one or two variables to represent relationships (e.g., given a verbal statement, write an equivalent algebraic expression or equation) found in various contexts (e.g., time and distance problems, mixture problems).		
11-12.1.7	Add, subtract, and multiply complex numbers.		
11-12.3.3	Select, calculate, and use appropriate measures of central tendency and spread (i.e., mean, median, mode, range, and quartiles) to draw meaningful conclusions about a set of data.		

Standard 4: Product/Service Management

Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

Student Competencies

Topic 1: Develop an understanding of quality assurances about products and services.

Core

- 4.1.1 Describe the uses of grades and standards in marketing.
- 4.1.2 Explain warranties and guarantees.
- 4.1.3 Identify consumer protection provisions of appropriate agencies.

Postsecondary

- 4.1.4 Identify consumer protection provisions of appropriate agencies.
- 4.1.5 Evaluate customer experiences.

Topic 2: Acquire a foundational knowledge of product/service management to understand its nature and scope.

Advanced

- 4.2.1 Explain the nature and scope of the product/service management function.
- 4.2.2 Identify the impact of product life cycles on marketing decisions.
- 4.2.3 Describe the use of technology in the product/service management function.
- 4.2.4 Explain business ethics in product/service management.

Topic 3: Generate product ideas to contribute to ongoing business success.

Advanced

- 4.3.1 Identify product opportunities.
- 4.3.2 Identify methods/techniques to generate a product idea.

Postsecondary

- 4.3.3 Generate product ideas.
- 4.3.4 Determine initial feasibility of product idea.
- 4.3.5 Create processes for ongoing opportunity recognition.

Standard 4: Product/Service Management

Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities. (Continued)

Topic 4: Employ product-mix strategies to meet customer expectations.

Advanced

- 4.4.1 Explain the concept of product mix.
- 4.4.2 Describe the nature of product bundling.

Postsecondary

- 4.4.3 Identify product to fill customer need.
- 4.4.4 Plan product mix.
- 4.4.5 Determine services to provide customers.

Topic 5: Position products/services to acquire desired business image.

Advanced

- 4.5.1 Describe factors used by marketers to position products and businesses.
- 4.5.2 Explain the nature of branding.
- 4.5.3 Explain the role of customer service in positioning image.
- 4.5.4 Develop strategies to position product/business.
- 4.5.5 Build brand.

Standard 4: Product/Service Management – Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

Academic Cross Walk

English Language Arts

9.1.1	Choose a broad topic, state the problem, or question.	10.1.11	Present research information; e.g., informative speech, PowerPoint presentation, video presentation.
9.1.2	Formulate a preliminary thesis statement.	10.2.3	Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.
9.1.3	Cross reference information.	10.3.1	Write expository texts including research papers.
9.1.4	Evaluate relevancy of information.	10.3.3	Use prewriting techniques to generate ideas.
9.1.5	Organize information from a variety of sources, e.g., e.g., chronological.	10.3.5	Elaborate ideas through word choice and description using grade-level vocabulary.
9.1.8	Use primary and secondary sources.	10.3.6	Organize and write compositions for school & peers.
9.1.9	Use graphic organizer.	10.3.7	Use a variety of supporting details.
9.2.3	Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches.	10.4.2	Use appropriate body language in oral presentations.
9.2.7	Access prior knowledge to interpret meaning.	10.4.3	Formulate questions in response to a verbal message.
9.2.8	Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	10.6.1	Use conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns.
9.2.16	Build vocabulary by reading a variety of grade-level texts and applying new vocabulary.	11.1.1	Research topics independently using appropriate sources.
9.3.1	Write expository texts; e.g., essays, directions & letters.	11.1.2	Evaluate and incorporate information from primary sources; e.g., interviews and surveys.
9.3.8	Use supporting details.	11.1.3	Evaluate reliability, validity, comprehensiveness, author's bias and author's expertise.
9.3.10	Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order.	11.1.7	Evaluate the research process and develop strategies for improving it; e.g., correct use of research format, accuracy of research, organization of information, and use of sources.
9.3.12	Use technology; e.g., publishing software and graphic programs, to present written work.	11.2.6	Apply prior knowledge of content to interpret meaning of text.
9.4.2	Use visual aides effectively in oral presentations.	11.2.7	Read for a variety of purposes and intents, e.g., to become life-long readers, to model forms of writing, etc.
9.4.3	Use notes and manuscripts to make oral presentations.	11.3.3	Elaborate ideas through word choice and description using grade-level vocabulary.
9.4.4	Engage in group discussion.	11.3.5	Use a variety of supporting details.
9.4.5	Use critical listening skills; i.e., reflection.	11.3.8	Incorporate visual aids (e.g., graphs, tables, and pictures) into written work to enhance meaning.
9.6.1	Identify conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns.	11.4.2	Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations and group discussions.
9.6.2	Use conventions of grammar related to parts of speech; i.e., verb tense and agreement.	11.6.1	Use conventions of grammar, usage, and punctuation to edit and revise.
9.6.3	Use conventions of punctuation.	12.2.4	Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.
10.1.1	Form questions to focus research.		
10.1.2	Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search.		
10.1.3	Gather reliable information to support a thesis.		
10.1.4	Use relevant information.		
10.1.5	Organize information from a variety of sources into a unified whole.		
10.1.7	Paraphrase information.		
10.1.8	Use note cards.		
10.1.9	Develop an outline.		

Standard 4: Product/Service Management – Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

Academic Cross Walk

English Language Arts – Continued

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| <p>12.3.4 Use variety of sources for supporting details.</p> <p>12.3.5 Elaborate ideas through word choice and description using grade-level vocabulary.</p> <p>12.4.4 Use critical listening responses, such as refutation and commentary, to critique the accuracy of messages.</p> <p>12.4.5 Use oral composition techniques to perform speeches such as memorized speeches, impromptu and extemporaneous, persuasive/argumentative, and expository speeches.</p> | |
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Standard 4: Product/Service Management – Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

Academic Cross Walk

Library/Technology Literacy

8.1.1 Define a research problem or task.	12.3.5 Explain ways in which social and economic forces influence which technologies will be developed and used.
8.1.2 Plan a research strategy.	12.4.1 Work cooperatively and collaboratively when using media and technology.
8.1.3 Access information using a variety of sources.	12.4.2 Develop competence and selectivity in reading, listening, and viewing.
8.1.4 Use a variety of criteria to evaluate and select information for research.	12.4.3 Demonstrate self-motivation in seeking information.
8.1.5 Use organizational strategies to gather, record, and synthesize information.	12.4.4 Use a variety of media and technology for personal needs and enjoyment.
8.1.6 Present research.	12.5.1 Follow school policies for responsible use of information resources.
8.1.7 Evaluate the research process.	12.5.2 Demonstrate proper form of citations & bibliographies.
8.2.2 Select appropriate communication formats.	12.5.3 Understand and obey intellectual property laws, including copyright, when using information in any format.
8.3.4 Use the most effective media and technology for specific needs.	12.5.4 Understand the impact of equitable access to information in a democracy.
8.3.5 Understand the potential and limitations of existing media and technology.	
8.4.1 Collaborate in group projects and learning objectives.	
8.4.2 Develop competence in selecting from a variety of reading, listening and viewing formats.	
8.4.3 Demonstrate self-motivation and increasing responsibility for learning by pursuing information related to personal interests.	
8.4.4 Understand different perspectives and the values and beliefs supporting them.	
8.5.1 Follow school guidelines for responsible use of technology and information resources.	
8.5.2 Use level-appropriate methods to cite and document reference sources.	
8.5.3 Demonstrate knowledge of intellectual property rights laws.	
8.5.4 Understand the past, present, and future impact of technology on society.	
12.1.1 Define a research problem or task.	
12.1.2 Plan a research strategy.	
12.1.3 Access information using a variety of sources.	
12.1.4 Use a variety of criteria to evaluate and select information for research.	
12.1.5 Use organizational strategies to record and synthesize information.	
12.1.6 Present research.	
12.1.7 Evaluate the research process.	
12.2.2 Synthesize information to create a product that meets a specific need.	
12.2.4 Use a variety of media and technology to communicate with communities beyond the school.	

Standard 4: Product/Service Management – Understand the concepts and processes needed to obtain, develop, maintain, and improve a product or service mix in response to market opportunities.

Academic Cross Walk

Mathematics

- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems.
- 9-10.1.9 Select and use a computational technique (i.e., mental calculations, paper-and-pencil, or technology) to solve problems involving real numbers.
- 9-10.1.7 Add, subtract, and multiple complex numbers.

Science

- 9-10.1.1 Explain how models can be used to illustrate scientific principles.
- 9-10.2.7 Maintain clear and accurate records of scientific investigations.
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills).
- 9-10.6.3 Explain how emerging technologies (e.g., genetic manipulation, biofuels, and hydrogen fuels) may impact society and the environment.
- 11-12.1.1 Explain how scientists create and use models to address scientific knowledge.
- 11-12.2.5 Use technology and mathematics to improve investigations and communications.
- 11-12.2.6 Analyze data using appropriate strategies (e.g., interpolation, extrapolation of data, significant figures, dimensional analysis).
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators).

Standard 5: Promotion

Examine the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

Student Competencies

Topic 1: Acquire a foundational knowledge of promotion to understand its nature and scope.

Core

- 5.1.1 Explain the role of promotion as a marketing function.
- 5.1.2 Explain the types of promotion.
- 5.1.3 Identify the elements of the promotional mix.
- 5.1.4 Discuss the use of technology in the promotional function.

Advanced

- 5.1.5 Describe the use of business ethics in promotion.
- 5.1.6 Describe the regulations of promotion.

Topic 2: Advertise to communicate promotional messages to targeted audiences.

Core

- 5.2.1 Explain the types of advertising media.
- 5.2.2 Identify components of advertisements.

Advanced

- 5.2.3 Develop advertising strategies.
- 5.2.4 Describe considerations in using databases in advertising.

Postsecondary

- 5.2.5 Explain the nature of a promotional plan.
- 5.2.6 Coordinate activities in the promotional mix.

Topic 3: Manage promotional activities to maximize return on promotional efforts.

Advanced

- 5.3.1 Explain the nature of a promotional plan.
- 5.3.2 Coordinate activities in the promotional mix.

Standard 5: Promotion – Examine the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

Academic Cross Walk

English Language Arts

9.1.1 Choose a broad topic, state the problem, or question.	9.6.2 Use conventions of grammar related to parts of speech; i.e., verb tense and agreement.
9.1.3 Cross reference information.	9.6.3 Use conventions of punctuation.
9.1.4 Evaluate relevancy of information.	9.6.7 Locate cultural differences in language; i.e., colloquialisms, regional and ethnic dialects, and indigenous vocabulary.
9.1.5 Organize information from a variety of sources, e.g., chronological.	9.6.8 Identify gender perspectives in language; i.e. biased language.
9.1.6 Summarize information.	10.1.1 Form questions to focus research.
9.1.7 Identify and avoid plagiarism.	10.1.2 Know ways to effectively search electronic databases, e.g., defining key terms and using limiters to focus a search.
9.1.8 Use primary and secondary sources.	10.1.3 Gather reliable information to support a thesis.
9.2.3 Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches.	10.1.4 Use relevant information.
9.2.4 Identify persuasive writing.	10.1.5 Organize information from a variety of sources into a unified whole.
9.2.7 Access prior knowledge to interpret meaning.	10.1.6 Use a style sheet, such as MLA or APA, for citing primary and secondary sources.
9.2.8 Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	10.1.7 Paraphrase information.
9.2.16 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary.	10.1.8 Use note cards.
9.3.1 Write expository texts; e.g., essays, directions, and letters.	10.1.9 Develop an outline.
9.3.5 Organize the ideas and details of a composition according to purpose.	10.1.10 Write a research paper.
9.3.6 Elaborate ideas through word choice and description using grade-level vocabulary.	10.1.11 Present research information; e.g., informative speech, PowerPoint presentation, video presentation.
9.3.8 Use supporting details.	10.2.3 Read for a variety of purposes & intents, e.g., to become life-long readers, to model forms of writing, etc.
9.3.9 Use techniques of characterization in compositions; e.g., description, dialogue, interior monologue.	10.3.1 Write expository texts including research papers.
9.3.10 Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order.	10.3.2 Defend a personal opinion using facts as support.
9.3.12 Use technology; e.g., publishing software and graphic programs, to present written work.	10.3.3 Use prewriting techniques to generate ideas.
9.4.1 Analyze the audience and adjust message and wording to suit purpose.	10.3.5 Elaborate ideas through word choice and description using grade-level vocabulary.
9.4.2 Use visual aides effectively in oral presentations.	10.3.6 Organize and write compositions for school and peers.
9.4.3 Use notes and manuscripts to make oral presentations.	10.3.7 Use a variety of supporting details.
9.4.4 Engage in a group discussion.	10.3.8 Use language appropriate to the format of the composition.
9.4.5 Use critical listening skills, i.e., reflection.	10.3.9 Use precise language to describe people, places and things.
9.5.1 Identify existing and developing media.	10.3.10 Use a specific point of view in compositions.
9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visuals, and performing arts, newspapers, and periodicals) for a variety of purposes.	10.3.11 Edit & revise compositions with attention to content.
9.5.3 Compare and contrast a written work and a media version.	10.3.12 Edit and revise compositions for consistent point of view.
9.6.1 Identify conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns.	

Standard 5: Promotion – Examine the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

Academic Cross Walk

English Language Arts – Continued

10.3.1	Use sentence reduction techniques to revise and edit compositions.	11.3.7	Edit and revise compositions for standard writing conventions and transitional devices.
10.4.1	Analyze the audience and adjust message and wording to suit the purpose.	11.3.8	Incorporate visual aids (e.g., graphs, tables, and pictures) into written work to enhance meaning.
10.4.2	Use appropriate body language in oral presentations.	11.4.1	Analyze the audience and adjust message and wording to suit the purpose.
10.4.3	Formulate questions in response to a verbal message.	11.4.2	Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions.
10.5.1	Identify existing and developing media.	11.5.1	Identify existing and developing media.
10.5.2	Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes.	11.5.2	Apply media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual, and performing arts, newspapers, and periodicals) for a variety of purposes.
10.5.3	Evaluate the portrayal of ethnicity and lifestyles in media messages.	11.5.3	Evaluate how coverage of the same events differs depending on the media type; i.e., radio, television, and newspaper report of the same product or situation.
10.5.4	Analyze media messages.	11.5.4	Evaluate the accuracy of details in media messages.
10.6.1	Use conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, & clausal phrasal patterns.	11.5.5	Evaluate the impact of media messages on daily life and politics.
10.6.4	Critique cultural differences in language; e.g., colloquialisms, regional and ethnic dialects, and indigenous vocabulary.	11.6.1	Use conventions of grammar, usage and punctuation to edit and revise.
10.6.5	Critique gender perspectives in language; i.e. biased language.	11.6.4	Identify emotionally charged language.
11.1.1	Research topics independently using appropriate sources.	12.1.2	Determine purpose; e.g., inform, persuade.
11.1.2	Evaluate and incorporate information from primary sources; e.g., interviews and surveys.	12.2.4	Read for a variety of purposes and intents; e.g. to become life-long readers, to model forms of writing etc.
11.1.3	Evaluate reliability, validity, comprehensiveness, author's bias and author's expertise.	12.3.4	Use variety of sources for supporting details.
11.1.4	Verify the quality, accuracy, and usefulness of information.	12.3.5	Elaborate ideas through word choice and description using grade-level vocabulary.
11.1.6	Use quotations effectively.	12.3.8	Edit and revise compositions for standard writing conventions and appropriate tone.
11.2.6	Apply prior knowledge of content to interpret meaning of text.	12.3.9	Edit and revise compositions for unity, coherence, clarity and fluency.
11.2.7	Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	12.4.1	Evaluate audience based on social characteristics, e.g., religion, culture, and gender.
11.3.1	Gather information supporting multiple sides of an issue.	12.4.3	Analyze the audience and adjust message and wording to suit the audience while speaking.
11.3.3	Elaborate ideas through word choice and description using grade-level vocabulary.		
11.3.4	Organize and write compositions for town, city and state.		
11.3.5	Use a variety of supporting details.		
11.3.6	Use figurative language in writing.		

Standard 5: Promotion – Examine the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

Academic Cross Walk

English Language Arts – Continued

- 12.4.4 Use critical listening responses, such as refutation and commentary, to critique the accuracy of messages.
- 12.5.1 Identify existing and developing media.
- 12.5.2 Create a media project for a purpose.
- 12.5.3 Evaluate instances of gender equity and political correctness in media messages.
- 12.5.4 Evaluate media messages in their historical and/or cultural contexts and intended audience.
- 12.5.5 Examine advanced media techniques, e.g., music and sound, camera angles, lighting, and aesthetic effects.
- 12.6.1 Use conventions of grammar, usage, and punctuation to edit and revise.
- 12.6.2 Apply figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox.
- 12.6.3 Interpret the use of language in different literary forms; i.e., satire and parody.

Standard 5: Promotion – Examine the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

Academic Cross Walk

Library/Technology Literacy

8.1.1	Define a research problem or task.	12.2.3	Use a variety of criteria to evaluate media products.
8.1.2	Plan a research strategy.	12.2.4	Use a variety of media and technology to communicate with communities beyond the school.
8.1.3	Access information using a variety of sources.	12.4.1	Work cooperatively and collaboratively when using media and technology.
8.1.4	Use a variety of criteria to evaluate and select information for research.	12.4.2	Develop competence and selectivity in reading, listening and viewing.
8.1.5	Use organizational strategies to gather, record, and synthesize information.	12.4.3	Demonstrate self-motivation in seeking information.
8.1.6	Present research.	12.4.4	Use a variety of media and technology for personal needs and enjoyment.
8.1.7	Evaluate the research process.	12.5.1	Follow school policies for responsible use of information resources.
8.2.1	Create media products focused for a variety of audiences.	12.5.2	Demonstrate proper form of citations & bibliographies.
8.2.2	Select appropriate communication formats.	12.5.3	Understand and obey intellectual property laws, including copyright, when using information in any format.
8.2.3	Use a variety of strategies to present media products.	12.5.4	Understand the impact of equitable access to information in a democracy.
8.2.4	Use a variety of techniques to evaluate the effectiveness of media products.		
8.3.1	Use appropriate terminology and concepts associated with media and technology.		
8.3.2	Use and refine skills and procedures needed to operate various media and technology.		
8.3.4	Use the most effective media and technology for specific needs.		
8.3.5	Understand the potential and limitations of existing media and technology.		
8.4.1	Collaborate in group projects and learning objectives.		
8.4.2	Develop competence in selecting from a variety of reading, listening, and viewing formats.		
8.4.3	Demonstrate self-motivation and increasing responsibility for learning by pursuing information related to personal interests.		
8.4.4	Understand different perspectives and the values and beliefs supporting them.		
8.5.1	Follow school guidelines for responsible use of technology and information resources.		
8.5.2	Use level-appropriate methods to cite and document reference sources.		
8.5.3	Demonstrate knowledge of intellectual property rights laws.		
8.5.4	Understand the past, present, and future impact of technology on society.		
12.1.1	Define a research problem or task.		
12.1.2	Plan a research strategy.		
12.1.3	Access information using a variety of sources.		
12.1.4	Use a variety of criteria to evaluate and select information for research.		
12.1.5	Use organizational strategies to record and synthesize information.		

Standard 5: Promotion – Examine the concepts and strategies needed to communicate information about products, services, images, and/or ideas to achieve a desired outcome.

Academic Cross Walk

Mathematics

- 9-10.1.8 Apply estimation skills to predict realistic solutions and problems.
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers.
- 9-10.2.9 Construct plane figures using traditional and/or technological tools, i.e., congruent segments, congruent angles, angle and segment bisectors, perpendicular and parallel lines.
- 9-10.2.10 Recognize images of the same object shown from different perspectives, i.e., a two-dimensional image of a three-dimensional object.
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement.
- 9-10.4.6 Employ estimation techniques to evaluate reasonableness of results in measurement situations.
- 11-12.1.7 Add, subtract, and multiply complex numbers.

Science

- 9-10.1.1 Explain how models can be used to illustrate scientific principles.
- 9-10.2.7 Maintain clear and accurate records of scientific investigations.
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills).
- 11-12.1.1 Explain how scientists create and use models to address scientific knowledge.
- 11-12.2.5 Use technology and mathematics to improve investigations and communications.
- 11-12.2.6 Analyze data using appropriate strategies (e.g., interpolation, extrapolation of data, significant figures, dimensional analysis).
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators).

Standard 6: Selling

Understand the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

Student Competencies

Topic 1: Acquire a foundational knowledge of selling to understand its nature and scope.

Core

- 6.1.1 Explain the nature and scope of the selling function.
- 6.1.2 Associate the role of customer service as a component of selling relationships.
- 6.1.3 Explain company selling policies.
- 6.1.4 Describe the use of technology in the selling function.

Advanced

- 6.1.5 Explain key factors in building a clientele.
- 6.1.6 Analyze business ethics in selling.
- 6.1.7 Describe the nature of selling regulations.

Topic 2: Acquire product knowledge to communicate product benefits and to ensure appropriateness of product for the customer.

Core

- 6.2.1 Acquire product information for use in selling.
- 6.2.2 Analyze product information to identify product features and benefits.

Topic 3: Employ sales processes and techniques to enhance customer relationships and to increase the likelihood of making sales.

Core

- 6.3.1 Demonstrate the selling process.

Topic 4: Manage sales activities to meet sales goals/objectives.

Postsecondary

- 6.4.1 Explain the nature of sales management.

Standard 6: Selling – Understand the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

Academic Cross Walk

English Language Arts

9.1.1	Choose a broad topic, state the problem, or question.	9.6.8	Identify gender perspectives in language; i.e. biased language.
9.1.3	Cross reference information.	10.1.1	Form questions to focus research.
9.1.4	Evaluate relevancy of information.	10.1.2	Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search.
9.1.5	Organize information from a variety of sources, e.g., chronological.	10.1.3	Gather reliable information to support a thesis.
9.1.6	Summarize information.	10.1.4	Use relevant information.
9.2.3	Differentiate between a variety of nonfiction genres: i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches.	10.1.5	Organize information from a variety of sources into a unified whole.
9.2.4	Identify persuasive writing.	10.1.7	Paraphrase information.
9.2.7	Access prior knowledge to interpret meaning.	10.1.8	Use note cards.
9.2.8	Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	10.1.9	Develop an outline.
9.2.16	Build vocabulary by reading a variety of grade-level texts and applying new vocabulary.	10.1.11	Present research information; e.g., informative speech, PowerPoint presentation, video presentation.
9.3.1	Write expository texts; e.g., essays, directions, and letters.	10.2.3	Read for a variety of purposes and intents, e.g., to become life-long readers, to model forms of writing, etc.
9.3.5	Organize the ideas and details of a composition according to purpose.	10.3.1	Write expository texts including research papers.
9.3.6	Elaborate ideas through word choice and description using grade-level vocabulary.	10.3.2	Defend a personal opinion using facts as support.
9.3.8	Use supporting details.	10.3.3	Use prewriting techniques to generate ideas.
9.3.9	Use techniques of characterization in compositions; e.g., description, dialogue, interior monologue.	10.3.5	Elaborate ideas through word choice and description using grade-level vocabulary.
9.3.10	Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order.	10.3.6	Organize and write compositions for school and peers.
9.3.12	Use technology; e.g., publishing software and graphic programs, to present written work.	10.3.7	Use a variety of supporting details.
9.4.1	Analyze the audience and adjust message and wording to suit purpose.	10.3.8	Use language appropriate to the format of the composition.
9.4.2	Use visual aides effectively in oral presentations.	10.3.9	Use precise language to describe people, places and things.
9.4.3	Use notes and manuscripts to make oral presentations.	10.3.10	Use a specific point of view in compositions.
9.4.4	Engage in a group discussion.	10.3.11	Edit & revise compositions with attention to content.
9.4.5	Use critical listening skills, i.e., reflection.	10.3.12	Edit and revise compositions for consistent point of view.
9.6.1	Identify conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns.		
9.6.2	Use conventions of grammar related to parts of speech; i.e., verb tense and agreement.		
9.6.3	Use conventions of punctuation.		
9.6.7	Locate cultural differences in language; i.e., colloquialisms, regional and ethnic dialects, and indigenous vocabulary.		

Standard 6: Selling – Understand the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

Academic Cross Walk

English Language Arts – Continued

10.4.1	Analyze the audience and adjust message and wording to suit the purpose.	12.3.4	Use variety of sources for supporting details.
10.4.2	Use appropriate body language in oral presentations.	12.3.5	Elaborate ideas through word choice and description.
10.4.3	Formulate questions in response to a verbal message.	12.4.1	Evaluate audience based on social characteristics, e.g., religion, culture, and gender.
10.6.1	Use conventions of grammar related to sentence structure, i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns.	12.4.2	Analyze the audience and adjust message and wording to suit the audience while speaking.
10.6.4	Critique cultural differences in language; e.g., colloquialisms, regional and ethnic dialects, and indigenous vocabulary.	12.4.3	Use tone, inflection, pitch, and emphasis effectively in oral presentations.
10.6.5	Critique gender perspectives in language; i.e. biased language.	12.4.4	Use critical listening responses, such as refutation and commentary, to critique the accuracy of messages.
11.1.1	Research topics independently using appropriate sources.	12.4.5	Use oral composition techniques to perform speeches such as memorized speeches, impromptu and extemporaneous, persuasive/argumentative, and expository speeches.
11.1.2	Evaluate and incorporate information from primary sources; e.g., interviews and surveys.	12.6.1	Use conventions of grammar, usage, and punctuation to edit and revise.
11.1.3	Evaluate reliability, validity, comprehensiveness, author's bias and author's expertise.	12.6.2	Apply figurative language; i.e., allusion, analogy, hyperbole, irony, personification, oxymoron, and paradox.
11.1.4	Verify the quality, accuracy, and usefulness of information.	12.6.3	Interpret the use of language in different literary forms; i.e., satire and parody.
11.1.5	Synthesize information in a logical sequence.	12.6.4	Identify allegory.
11.2.6	Apply prior knowledge of content to interpret meaning of text.		
11.2.7	Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.		
11.3.1	Gather information supporting multiple sides of an issue.		
11.3.3	Elaborate ideas through word choice and description using grade-level vocabulary.		
11.3.5	Use a variety of supporting details.		
11.3.7	Edit and revise compositions for standard writing conventions and transitional devices.		
11.3.8	Incorporate visual aids (e.g., graphs, tables, and pictures) into written work to enhance meaning.		
11.4.1	Analyze the audience and adjust message and wording to suit the purpose.		
11.4.2	Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretation and group discussions.		
11.6.1	Use conventions of grammar, usage, and punctuation to edit and revise.		
12.1.2	Determine purpose; e.g., inform, persuade.		
12.1.4	Read for a variety of purposes and intents; e.g. to become life-long readers, to model forms of writing etc.		

Standard 6: Selling – Understand the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

Academic Cross Walk

Library/Technology Literacy

8.1.1	Define a research problem or task.	12.2.4	Use a variety of media and technology to communicate with communities beyond the school.
8.1.2	Plan a research strategy.	12.4.1	Work cooperatively and collaboratively when using media and technology.
8.1.3	Access information using a variety of sources.	12.4.2	Develop competence and selectivity in reading, listening, and viewing.
8.1.4	Use a variety of criteria to evaluate and select information for research.	12.4.3	Demonstrate self-motivation in seeking information.
8.1.5	Use organizational strategies to gather, record, and synthesize information.	12.4.4	Use a variety of media and technology for personal needs and enjoyment.
8.1.6	Present research.	12.5.1	Follow school policies for responsible use of information resources.
8.1.7	Evaluate the research process.	12.5.2	Demonstrate proper form of citations & bibliographies.
8.2.1	Create media products focused for a variety of audiences.	12.5.3	Understand and obey intellectual property laws, including copyright, when using information in any format.
8.2.2	Select appropriate communication formats.	12.5.4	Understand the impact of equitable access to information in a democracy.
8.2.3	Use a variety of strategies to present media products.		
8.2.4	Use a variety of techniques to evaluate the effectiveness of media products.		
8.4.1	Collaborate in group projects and learning objectives.		
8.4.2	Develop competence in selecting from a variety of reading, listening and viewing formats.		
8.4.3	Demonstrate self-motivation and increasing responsibility for learning by pursuing information related to personal interests.		
8.4.4	Understand different perspectives and the values and beliefs supporting them.		
8.5.1	Follow school guidelines for responsible use of technology and information resources.		
8.5.2	Use level-appropriate methods to cite and document reference sources.		
8.5.3	Demonstrate knowledge of intellectual property rights laws.		
8.5.4	Understand the past, present, and future impact of technology on society.		
12.2.3	Use a variety of criteria to evaluate media products.		

Standard 6: Selling – Understand the concepts and actions needed to determine client needs and wants and respond through planned, personalized communication that influences purchase decisions and enhances future business opportunities.

Academic Cross Walk

Mathematics

- 9-10.1.1 Express numbers between one-billionth & one billion in fraction, decimal and verbal form; express numbers of all magnitudes in scientific notation.
- 9-10.1.5 Use the order of operations & properties of exponents to simplify an algebraic expression.
- 9-10.3.2 Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data.
- 9-10.3.10 Identify the trend of a set of data and estimate the strength of the correlation between two variables, e.g., strong vs. weak, positive vs. negative.
- 9-10.5.13 Interpret a graphical representation of a real world situation.
- 11-12.1.7 Add, subtract, and multiply complex numbers.

Science

- 9-10.1.1 Explain how models can be used to illustrate scientific principles.
- 9-10.2.7 Maintain clear and accurate records of scientific investigations.
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs).
- 11-12.1.1 Explain how scientists create and use models to address scientific knowledge.
- 11-12.2.5 Use technical and mathematics to improve investigations and communications.
- 11-12.2.6 Analyze data using appropriate strategies (e.g., interpolation and extrapolation of data, significant figures, dimensional analysis).
- 11-12.6.1 Select and use appropriate technological tools, and techniques to solve a problem (e.g., computer assistant tools, internet research skills, CBL, graphing calculations).

Standard 7: Business Administration

Acquire foundational knowledge of the concepts and strategies along with key soft skills for successful business administration.

Student Competencies

Topic 1: Business Law – Understand business’s responsibility to know, abide by, and enforce laws and regulations that affect business operations and transactions.

Core

7.1.1 Explain types of business ownerships.

Advanced

7.1.2 Describe legal issues affecting businesses.

7.1.3 Interpret the nature of legally binding contracts.

Postsecondary

7.1.4 Explain the nature of trade regulations.

7.1.5 Explain the nature of environmental regulations.

7.1.6 Explain the nature of personnel regulations.

7.1.7 Explain the nature of workplace regulations (including OSHA, ADA).

Topic 2: Communication Skills – Demonstrate the concepts, strategies, and systems used to obtain and convey ideas and information.

Introductory

7.2.1 Apply written directions to achieve tasks.

7.2.2 Explain the nature of effective verbal communications.

7.2.3 Ask relevant questions.

7.2.4 Apply active listening skills.

7.2.5 Interpret others’ nonverbal cues.

7.2.6 Participate in group discussions.

7.2.7 Follow directions.

7.2.8 Make oral presentations

Core

7.2.9 Defend ideas objectively.

7.2.10 Handle telephone calls in a businesslike manner.

7.2.11 Explain the nature of effective written communications.

7.2.12 Write business letters.

7.2.13 Write informational messages.

7.2.14 Write inquiries.

7.2.15 Explain the nature of staff communication.

7.2.16 Participate in a meeting.

7.2.17 Write persuasive messages.

7.2.18 Prepare simple written reports.

Standard 7: Business Administration

Acquire foundational knowledge of the concepts and strategies along with key soft skills for successful business administration. (Continued)

Topic 2: (Continued) Communication Skills – Demonstrate the concepts, strategies, and systems used to obtain and convey ideas and information.

Postsecondary

- 7.2.19 Make oral presentations.
- 7.2.20 Provide directions for completing job tasks.
- 7.2.21 Conduct a staff meeting.
- 7.2.22 Prepare complex written reports.
- 7.2.23 Write proposals.

Topic 3: Economics – Identify the economic principles and concepts fundamental to business operations.

Introductory

- 7.3.1 Explain the role of business in society.
- 7.3.2 Describe types of business activities.

Core

- 7.3.3 Distinguish between economic goods and services.
- 7.3.4 Explain the concept of economic resources.
- 7.3.5 Describe the concept of economic scarcity and economic activities.
- 7.3.6 Determine economic utilities created by business activities.
- 7.3.7 Explain the principles of supply and demand.
- 7.3.8 Describe the concept of price.
- 7.3.9 Explain the types of economic systems.
- 7.3.10 Determine the relationship between government and business.
- 7.3.11 Explain the concept of private enterprise.
- 7.3.12 Identify factors affecting a business's profit.
- 7.3.13 Determine factors affecting business risk.
- 7.3.14 Explain the concept of competition.
- 7.3.15 Explain the concept of productivity.
- 7.3.16 Describe the nature of taxes.
- 7.3.17 Describe businesses' market opportunities.
- 7.3.18 Determine the impact of business cycles on business activities.
- 7.3.19 Explain the nature of international trade.

Advanced

- 7.3.20 Identify impacts of specialization/division of labor on productivity.
- 7.3.21 Explain the concept of organized labor and business.
- 7.3.22 Explain measures used to analyze economic conditions.
- 7.3.23 Describe the concept of price stability as an economic measure.
- 7.3.24 Discuss the measure of consumer spending as an economic indicator.
- 7.3.25 Discuss the impact of a nation's unemployment rates.
- 7.3.26 Describe the economic impact of inflation on business.
- 7.3.27 Explain the economic impact of interest-rate fluctuations.
- 7.3.28 Discuss the impact of cultural and social environments on world trade.

Standard 7: Business Administration

Acquire foundational knowledge of the concepts and strategies along with key soft skills for successful business administration. (Continued)

Topic 3: (Continued) Economics – Identify the economic principles and concepts fundamental to business operations.

Postsecondary

- 7.3.29 Explain the impact of the law of diminishing returns.
- 7.3.30 Discuss the nature of monetary policy.
- 7.3.31 Explain the concept of fiscal policies.
- 7.3.32 Analyze the effects of government expenditures and tax policies on productivity.
- 7.3.33 Describe the concept of economics of scale.
- 7.3.34 Describe the nature of cost/benefit analysis.
- 7.3.35 Determine relationships among total revenue, marginal revenue, output, and profit.

Topic 4: Emotional Intelligence – Understand techniques, strategies, and systems used to foster self-understanding and enhance relationships with others.

Introductory

- 7.4.1 Describe the nature of emotional intelligence.
- 7.4.2 Explain the concept of self-esteem.
- 7.4.3 Recognize personal biases and stereotypes.
- 7.4.4 Assess personal strengths and weaknesses.
- 7.4.5 Identify desirable personality traits important to business.
- 7.4.6 Maintain positive attitude.
- 7.4.7 Demonstrate interest and enthusiasm.
- 7.4.8 Demonstrate responsible behavior.
- 7.4.9 Demonstrate honesty and integrity.
- 7.4.10 Exhibit self-confidence.
- 7.4.11 Demonstrate ethical work habits.
- 7.4.12 Demonstrate initiative.
- 7.4.13 Demonstrate self-control.
- 7.4.14 Explain the use of feedback for personal growth.
- 7.4.15 Adjust to change.
- 7.4.16 Lead change.
- 7.4.17 Demonstrate adaptability.
- 7.4.18 Develop an achievement orientation.
- 7.4.19 Show empathy for others.
- 7.4.20 Explain the nature of effective communications.
- 7.4.21 Treat others fairly at work.
- 7.4.22 Use appropriate assertiveness.
- 7.4.23 Participate as a team member.

Standard 7: Business Administration

Acquire foundational knowledge of the concepts and strategies along with key soft skills for successful business administration. (Continued)

Topic 4: (Continued) Emotional Intelligence – Understand techniques, strategies, and systems used to foster self-understanding and enhance relationships with others.

Core

- 7.4.24 Explain the nature of positive customer/client relations.
- 7.4.25 Demonstrate a customer service mindset.
- 7.4.26 Develop cultural sensitivity.
- 7.4.27 Foster positive working relationships.
- 7.4.28 Explain the concept of leadership.
- 7.4.29 Reinforce customer service orientation through communication.
- 7.4.30 Respond to customer inquiries.
- 7.4.31 Use conflict resolution skills.
- 7.4.32 Handle difficult customers.
- 7.4.33 Interpret business policies to customers/clients.
- 7.4.34 Handle customer/client complaints.
- 7.4.35 Persuade others.

Advanced

- 7.4.36 Explain the impact of political relationships within an organization.
- 7.4.37 Use consensus-building skills.
- 7.4.38 Explain ethical considerations in providing information.

Postsecondary

- 7.4.39 Explain the nature of stress management.
- 7.4.40 Encourage team building.
- 7.4.41 Recognize/reward others for their efforts and contributions.
- 7.4.42 Coach others.
- 7.4.43 Explain management's role in customer relations.

Topic 5: Financial Analysis – Identify tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

Introductory

- 7.5.1 Explain forms of financial exchange (cash, credit, debit, electronic fund transfer, etc.)
- 7.5.2 Identify types of currency (paper money, coins, banknotes, government bonds, treasury notes, etc.).
- 7.5.3 Describe functions of money (medium of exchange, unit of measure, store of value).
- 7.5.4 Describe sources of income (wages/salaries, interest, rent, dividends, transfer payments, etc.).
- 7.5.5 Explain the time value of money.

Core

- 7.5.6 Explain the purposes and importance of credit.
- 7.5.7 Explain legal responsibilities associated with financial exchanges.
- 7.5.8 Explain the concept of accounting.
- 7.5.9 Explain the need for accounting standards.
- 7.5.10 Maintain petty cash records.

Standard 7: Business Administration

Acquire foundational knowledge of the concepts and strategies along with key soft skills for successful business administration. (Continued)

Topic 5: (Continued) Financial Analysis – Identify tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

Advanced

- 7.5.11 Describe types of financial-service providers.
- 7.5.12 Discuss considerations in selecting a financial-services provider.
- 7.5.13 Describe the concept of insurance.
- 7.5.14 Explain types of investments.
- 7.5.15 Establish investment goals and objectives.
- 7.5.16 Maintain daily financial transactions.
- 7.5.17 Record and report sales tax.
- 7.5.18 Describe the nature of cash flow statements.
- 7.5.19 Explain the nature of balance sheets.
- 7.5.20 Describe the nature of profit-and-loss statements.

Postsecondary

- 7.5.21 Explain the nature of operating budgets.
- 7.5.22 Prepare cash flow statements.
- 7.5.23 Explain issues associated with the payroll process.
- 7.5.24 Forecast sales.
- 7.5.25 Calculate financial ratios.
- 7.5.26 Develop company's/department's budget.
- 7.5.27 Analyze cash flow patterns.
- 7.5.28 Conduct break-even analysis.
- 7.5.29 Interpret financial statements.

Topic 6: Human Resource Management – Describe the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources.

Core

- 7.6.1 Orient new employees.

Postsecondary

- 7.6.2 Describe ethics in personnel issues.
- 7.6.3 Orient new employees (management role).
- 7.6.4 Explain the role of training and human resource development.
- 7.6.5 Explain the nature of management/supervisory training.
- 7.6.6 Coach employees.
- 7.6.7 Recognize/reward employees.
- 7.6.8 Handle employee's complaints and grievances.
- 7.6.9 Ensure equitable opportunities for employees.
- 7.6.10 Assess employee performance.
- 7.6.11 Explain the nature of remedial action.

Standard 7: Business Administration

Acquire foundational knowledge of the concepts and strategies along with key soft skills for successful business administration. (Continued)

Topic 6: (Continued) Human Resource Management – Describe the tools, techniques, and systems that businesses use to plan, staff, lead, and organize its human resources.

Postsecondary

- 7.6.12 Explain the nature of wage and benefit programs.
- 7.6.13 Determine hiring needs.
- 7.6.14 Screen job application/resumes.
- 7.6.15 Interview job applicants.
- 7.6.16 Select and hire new employees.
- 7.6.17 Conduct exit interviews.
- 7.6.18 Dismiss/fire employees.
- 7.6.19 Maintain personal records.

Topic 7: Information Management – Explain tools, strategies, and systems needed to access, process, maintain, evaluate and disseminate information to assist business decision-making.

Introductory

- 7.7.1 Identify ways that technology impacts business.
- 7.7.2 Demonstrate basic e-mail functions.
- 7.7.3 Demonstrate basic web-search skills.
- 7.7.4 Demonstrate basic word processing skills.
- 7.7.5 Demonstrate basic presentation applications.
- 7.7.6 Demonstrate basic database applications.
- 7.7.7 Demonstrate basic spreadsheet applications.
- 7.7.8 Demonstrate collaborative/groupware applications.

Core

- 7.7.9 Describe current business trends.

Advanced

- 7.7.10 Describe the nature of business records.
- 7.7.11 Maintain customer records.
- 7.7.12 Monitor internal records for business information.

Postsecondary

- 7.7.13 Conduct an environment scan to obtain business information.

Standard 7: Business Administration

Acquire foundational knowledge of the concepts and strategies along with key soft skills for successful business administration. (Continued)

Topic 8: Operations – Distinguish the processes and systems implemented to monitor, plan, and control the day-to-day activities required for continued business functioning.

Introductory

- 7.8.1 Describe health and safety regulations in business.
- 7.8.2 Follow instructions for use of equipment, tools, and machinery.
- 7.8.3 Follow safety precautions.
- 7.8.4 Maintain a safe work environment.
- 7.8.5 Explain procedures for handling accidents.
- 7.8.6 Handle and report emergency situations.
- 7.8.7 Explain routine security precautions.

Core

- 7.8.8 Report noncompliance with business health and safety regulations.
- 7.8.9 Explain the nature and scope of purchasing.
- 7.8.10 Place orders/reorders.
- 7.8.11 Explain the concepts of production.
- 7.8.12 Describe production activities.
- 7.8.13 Maintain inventory of supplies.

Advanced

- 7.8.14 Describe crucial elements of a quality workplace culture.
- 7.8.15 Use time-management principles.
- 7.8.16 Develop project plans.
- 7.8.17 Manage projects.
- 7.8.18 Explain the nature of overhead/operating costs.
- 7.8.19 Explain employee's role in expense control.
- 7.8.20 Identify resources needed for projects.
- 7.8.21 Identify routine activities for maintaining business facilities and equipment

Postsecondary

- 7.8.22 Schedule employees.
- 7.8.23 Control use of supplies.
- 7.8.24 Describe the role of management in the achievement of quality.
- 7.8.25 Analyze business systems and procedures.
- 7.8.26 Negotiate service and maintenance contracts.
- 7.8.27 Develop expense-control plans.
- 7.8.28 Use budgets to control operations.

Standard 7: Business Administration

Acquire foundational knowledge of the concepts and strategies along with key soft skills for successful business administration. (Continued)

Topic 9: Professional Development – Discover concepts, tools, and strategies used to explore, obtain, and develop in a business career.

Introductory

- 7.9.1 Maintain appropriate personal appearance.
- 7.9.2 Demonstrate orderly and systematic behavior.
- 7.9.3 Determine vision.
- 7.9.4 Set personal goals.
- 7.9.5 Make decisions.
- 7.9.6 Demonstrate problem-solving skills.
- 7.9.7 Assess personal interests and skills needed for success in business.
- 7.9.8 Analyze employer expectations in the business environment.
- 7.9.9 Explain the rights of workers.
- 7.9.10 Utilize job-search strategies.

Core

- 7.9.11 Identify sources of career information.
- 7.9.12 Identify tentative occupational interest.
- 7.9.13 Explain employment opportunities in business.
- 7.9.14 Complete a job application.
- 7.9.15 Interview for a job.
- 7.9.16 Write a follow-up letter after job interview.
- 7.9.17 Write a letter of application.
- 7.9.18 Prepare a resume.
- 7.9.19 Describe techniques for obtaining work experience (e.g., volunteer activities, internships).
- 7.9.20 Explain the need for ongoing education as a worker.
- 7.9.21 Explain possible advancement patterns for jobs.
- 7.9.22 Demonstrate appropriate creativity.
- 7.9.23 Identify skills needed to enhance career progression.
- 7.9.24 Utilize resources that can contribute to professional development (e.g., trade journals/periodicals, professional/trade associations, classes/seminars, trade shows, and mentors).
- 7.9.25 Use networking techniques for professional growth.

Advanced

- 7.9.26 Demonstrate negotiation skills.

Standard 7: Business Administration

Acquire foundational knowledge of the concepts and strategies along with key soft skills for successful business administration. (Continued)

Topic 10: Strategic Management – Examine tools, techniques, and systems that affect a business’s ability to plan, control, and organize an organization/department.

Core

7.10.1 Explain the concepts of management.

Advanced

7.10.2 Describe the nature of managerial control (control process, types of control, what is controlled).

Postsecondary

7.10.3 Explain the nature of managerial ethics.

7.10.4 Analyze operation results in relation to budget/industry.

7.10.5 Explain the nature of business plans.

7.10.6 Explain external planning considerations.

Standard 7: Business Administration – Acquire foundational knowledge of the concepts and strategies along with key soft skills for successful business administration.

Academic Cross Walk

English Language Arts

9.1.1	Choose a broad topic, state the problem, or question.	9.6.1	Identify conventions of grammar related to sentence structure; i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns.
9.1.2	Formulate a preliminary thesis statement.	9.6.2	Use conventions of grammar related to parts of speech, i.e., verb tense and agreement.
9.1.3	Cross reference information.	9.6.3	Use conventions of punctuation.
9.1.5	Organize information from a variety of sources, e.g., chronological.	10.1.2	Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search.
9.1.6	Summarize information.	10.1.3	Gather reliable information to support a thesis.
9.1.8	Use primary and secondary sources.	10.1.4	Use relevant information.
9.1.9	Use graphic organizer.	10.1.5	Organize information from a variety of sources into a unified whole.
9.2.3	Differentiate between a variety of nonfiction genres; i.e., newspapers, magazines, electronic texts, biographies, reference materials, essays, and speeches.	10.1.6	Use a style sheet, such as MLA or APA, for citing primary and secondary sources.
9.2.7	Access prior knowledge to interpret meaning.	10.1.7	Paraphrase information.
9.2.8	Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.	10.1.8	Use note cards.
9.2.16	Build vocabulary by reading a variety of grade-level texts and applying new vocabulary.	10.1.9	Develop an outline.
9.3.1	Write expository texts e.g., essays, directions & letters.	10.1.10	Write a research paper.
9.3.2	Write descriptive and narrative compositions, e.g., journals, personal letters, biographies, short stories, autobiographical sketches, one-act plays, and poetry.	10.1.11	Present research information; e.g., informative speech, PowerPoint presentation, video presentation.
9.3.3	Develop a composition detailing an opinion.	10.3.1	Write expository texts including research papers.
9.3.5	Organize the ideas and details of a composition according to purpose.	10.3.2	Defend a personal opinion using facts as support.
9.3.6	Elaborate ideas through word choice and description using grade-level vocabulary.	10.3.3	Use prewriting techniques to generate ideas.
9.3.7	Organize and write compositions for self and family.	10.3.6	Organize and write compositions for school & peers.
9.3.8	Use supporting details.	10.3.7	Use a variety of supporting details.
9.3.10	Edit and revise compositions for proper mechanics and grammar, syntax, diction, and order.	10.3.10	Use a specific point of view in compositions.
9.3.11	Arrange paragraphs in a logical progression.	10.3.11	Edit and revise compositions with attention to content.
9.3.12	Use technology; e.g., publishing software and graphic programs, to present written work.	10.4.1	Analyze the audience and adjust message and wording to suit the purpose.
9.4.1	Analyze the audience and adjust message and wording to suit purpose.	10.4.2	Use appropriate body language in oral presentations.
9.4.2	Use visual aides effectively in oral presentations.	10.4.3	Formulate questions in response to a verbal message.
9.4.3	Use notes and manuscripts to make oral presentations.	10.5.3	Evaluate the portrayal of ethnicity and lifestyles in media messages.
9.4.4	Engage in group discussion.	10.5.4	Analyze media messages.
9.4.5	Use critical listening skills, i.e., reflection.	10.6.1	Use conventions of grammar related to sentence structure, i.e., sentence reduction, parallel structure, elliptical clauses, conjunctions, and clausal and phrasal patterns
9.5.3	Compare and contrast a written work and a media version.	11.1.1	Research topics independently using appropriate sources.

Standard 7: Business Administration – Acquire foundational knowledge of the concepts and strategies along with key soft skills for successful business administration.

Academic Cross Walk

English Language Arts – Continued

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| <ul style="list-style-type: none">11.1.5 Synthesize information in a logical sequence.11.2.6 Apply prior knowledge of content to interpret meaning of text.11.2.7 Read for a variety of purposes and intents; e.g., to become life-long readers, to model forms of writing, etc.11.3.4 Organize and write compositions for town, city and state.11.3.5 Use a variety of supporting details.11.3.8 Incorporate visual aids (e.g., graphs, tables, and pictures) into written work to enhance meaning.11.4.1 Analyze the audience and adjust message and wording to suit the purpose.11.4.2 Adapt to a variety of speaking and listening situations such as formal presentations, oral interpretations, and group discussions.11.5.5 Evaluate the impact of media messages on daily life and politics.11.6.1 Use conventions of grammar, usage, and punctuation to edit and revise.12.2.4 Read for a variety of purposes and intents; e.g. to become life-long readers, to model forms of writing, etc.12.3.1 Write business or other formal documents, including resumes, scholarship letters, and letters of inquiry or complaint.12.3.8 Edit and revise compositions for standard writing conventions and appropriate tone.12.3.9 Edit and revise compositions for unity, coherence, clarity, and fluency.12.4.1 Evaluate audience based on social characteristics, e.g., religion, culture, and gender.12.4.2 Use tone, inflection, pitch, and emphasis effectively in oral presentations.12.4.3 Analyze the audience and adjust message and wording to suit the audience while speaking.12.4.4 Use critical listening responses, such as refutation and commentary, to critique the accuracy of messages.12.4.5 Use oral composition techniques to perform speeches such as memorized speeches, impromptu and extemporaneous, persuasive/argumentative and expository speeches.12.6.1 Use conventions of grammar, usage, and punctuation to edit and revise.12.6.2 Apply figurative language; i.e., allusion, analogy hyperbole, irony, personification, oxymoron, and paradox.12.6.3 Interpret the use of language in different literary forms i.e., satire and parody. | |
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Standard 7: Business Administration – Acquire foundational knowledge of the concepts and strategies along with key soft skills for successful business administration.

Academic Cross Walk

Library/Technology Literacy

8.1.1	Define a research problem or task.	12.1.5	Use organizational strategies to record and synthesize information.
8.1.2	Plan a research strategy.	12.1.6	Present research.
8.1.3	Access information using a variety of sources.	12.1.7	Evaluate the research process.
8.1.4	Use a variety of criteria to evaluate and select information for research.	12.2.1	Demonstrate awareness of audience when creating media products.
8.1.5	Use organizational strategies to gather, record, and synthesize information.	12.2.2	Synthesize information to create a product that meets a specific need.
8.1.6	Present research.	12.2.3	Use a variety of criteria to evaluate media products.
8.1.7	Evaluate the research process.	12.2.4	Use a variety of media & technology to communicate with communities beyond the school.
8.2.1	Create media products focused for a variety of audiences.	12.3.5	Explain ways in which social and economic forces influence which technologies will be developed & used.
8.2.2	Select appropriate communication formats.	12.4.1	Work cooperatively and collaboratively when using media and technology.
8.2.3	Use a variety of strategies to present media products.	12.4.2	Develop competence and selectivity in reading, listening and viewing.
8.2.4	Use a variety of techniques to evaluate the effectiveness of media products.	12.4.3	Demonstrate self-motivation in seeking information.
8.3.1	Use appropriate terminology and concepts associated with media and technology.	12.4.4	Use a variety of media and technology for personal needs and enjoyment.
8.3.2	Use and refine skills and procedures needed to operate various media and technology.	12.5.1	Follow school policies for responsible use of information resources.
8.3.3	Develop troubleshooting strategies to solve technical problems.	12.5.2	Demonstrate proper form of citations & bibliographies.
8.3.4	Use the most effective media and technology for specific needs.	12.5.3	Understand and obey intellectual property laws, including copyrights, when using information in any format.
8.3.5	Understand the potential and limitations of existing media and technology.	12.5.4	Understand the impact of equitable access to information in a democracy.
8.4.1	Collaborate in group projects and learning objectives.		
8.4.2	Develop competence in selecting from a variety of reading, listening, and viewing formats.		
8.4.3	Demonstrate self-motivation and increasing responsibility for learning by pursuing information related to personal interests.		
8.4.4	Understand different perspectives and the value and beliefs supporting them.		
8.5.1	Follow school guidelines for responsible use of technology and information resources.		
8.5.2	Use level-appropriate methods to cite and document reference sources.		
8.5.3	Demonstrate knowledge of intellectual property rights laws.		
8.5.4	Understand the past, present, and future impact of technology on society.		
12.1.1	Define a research problem or task		
12.1.2	Plan a research strategy.		
12.1.3	Access information using a variety of sources.		
12.1.4	Use a variety of criteria to evaluate and select information for research.		

Standard 7: Business Administration – Acquire foundational knowledge of the concepts and strategies along with key soft skills for successful business administration.

Academic Cross Walk

Mathematics

Science

9-10.1.1	Express numbers between one-billionth and one billion in fraction, decimal, and verbal form; express numbers of all magnitudes in scientific notation.	9-10.1.1	Explain how models can be used to illustrate scientific principles.
9-10.1.5	Use the order of operations and properties of exponents to simplify an algebraic expression.	9-10.2.7	Maintain clear and accurate records of scientific investigations.
9-10.1.10	Explain the reasonableness of a problem's solution and the process used to obtain it.	9-10.6.1	Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills).
9-10.3.1	Construct appropriate displays of given data, i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data.	9-10.6.3	Explain how emerging technologies (e.g., genetic manipulation, biofuels, and hydrogen fuels) may impact society and the environment.
9-10.3.2	Interpret a given visual representation (i.e., circle graphs, bar graphs, histograms, stem-and-leaf plots, box-and-whisker plots, and scatter plots) of a set of data.	9-10.7.2	Identify factors that affect populations (e.g., food webs, carrying capacity, overpopulation, disease, food supply, algal blooms, resources, conservations practices).
9-10.3.7	Calculate measures of central tendency and spread, i.e., mean, median, mode, range and quartiles.	9-10.8.1	Identify the role of scientists in theoretical and applied science (e.g., careers, employment possibilities).
9-10.3.8	Discuss relationships among measures of central tendency and spread, i.e., mean, median, mode, range and quartiles.	11-12.1.1	Explain how scientists create and use models to address scientific knowledge.
9-10.5.7	Develop algebraic expressions, equations, or inequalities involving one or two variables to represent relationships (i.e., given a verbal statement, write an equivalent algebraic expression or equation) found in various contexts (e.g., time and distance problems, mixture problems).	11-12.2.5	Use technology and mathematics to improve investigations and communications.
9-10.5.10	Solve a literal equation for a specified variable, e.g., solve $l = prt$ for r , or solve $7n + p = t$ for n .	11-12.2.6	Analyze data using appropriate strategies (e.g., interpolation, and extrapolation of data, significant figures, dimensional analysis).
9-10.5.11	Use essential quantitative relationships in a situation to determine whether the relationship can be modeled by a linear function, e.g., simple interest is linear, compound interest is not linear.	11-12.4.3	Explain how change through time has ensured adaptation to changing environments.
9-10.5.13	Interpret a graphical representation of a real-world situation.	11-12.6.1	Select and use appropriate technologies, tools and techniques to solve a problem (e.g., computer-assisted tools, internet, research skills, CBL, graphing calculators).
9-10.5.14	Approximate and interpret rates of change from graphical and numerical data.	11-12.6.3	Explain how designing and implementing technology requires weighing trade-offs between positive and negative impacts on humans and the environment.
11-12.1.7	Add, subtract and multiply complex numbers.	11-12.7.1	Explain the impact of environmental laws and policies on the environment and society (e.g., waste/pollutants from industry, carbon dioxide emissions, location and number of animals in a feedlot versus water supply).
		11-12.7.3	Explain the economic and social impact of using alternative energy resources.